

Self-Study

CR 100.5 (d)(6)(iv)(a)(2) a certification that the board of education or board of cooperative educational services has conducted a self-study involving faculty and staff to ensure that the following elements of a career and technical education program will be available to implement an approved program:

- i. a [technical and academic curriculum](#) that achieves the commencement level of the appropriate New York State learning standards for all courses in the career and technical education program, including integrated and/or specialized English, mathematics, science, economics and government, and [faculty](#) with state certification in appropriate academic and/or technical subjects;**
- ii. identification of the [technical assessment](#) to be used for each career and technical education program area;**
- iii. identification of any [postsecondary articulation agreements](#);**
- iv. identification of [work-based learning](#) experiences for students;**
- v. a work skills [employability profile](#) to document student attainment of technical knowledge, work-related skills, endorsements and licenses; and**
- vi. an assurance that data on student progress and performance will be made available to evaluate success on Regents examinations or approved alternatives, technical assessments, and placement in employment, the military or postsecondary education programs.**

Definition and Purpose

The self-study is the first step in the career and technical education approval process and provides for an in-depth evaluation of the program of study. Its purpose is to bring together primarily internal stakeholders to review the CTE program and propose relevant modifications.

The length of time needed to complete a self-study varies by school district or BOCES and by the type of CTE program under review and is not prescribed under Commissioner's Regulations or by NYSED policy. Depending on the school and program, it may take between six months to two years to complete this process. The work of the self-study committee is comprehensive, and an adequate self-study will take place over multiple meetings.

Self-Study Committee

The self-study committee is comprised of primarily internal stakeholders who will review all aspects of the program being approved or reapproved. Self-study team members are selected by the school district or BOCES. The CTE program under review and the local needs will determine the exact composition of the self-study team. Individuals other than CTE teaching staff and general school staff may be included in self-study activities. Generally, self-study team members do not serve on the external review team. Membership may include but is not limited to:

- District administrator(s), building administrator(s)
- Guidance personnel
- Career and technical education teachers from the proposed program area
- Teachers of academic subject area(s) for which credit is to be offered
- Representative/advocate for students with disabilities
- Post-secondary representative(s)

- Business/industry/union representative(s) from the proposed program area
- Representative from the Local Workforce Investment Board
- Representative/advocate for English Language Learners

Self-Study Components

The self-study team will evaluate:

1. The district/BOCES's commitment and reasoning for having/continuing to have a NYSED-approved program. Ensure district administration and guidance are aware of and involved in the program development process.
2. The feasibility of offering/continuing to offer the NYSED-approved program given current labor market needs.
3. Accessibility for all students to the approved program. If the self-study finds that barriers exist for students, a plan must be developed and documented that details what steps will be taken to address the identified barriers.
4. The feasibility of offering/continuing to offer the NYSED-approved program given current resources (e.g. staff, facilities, and equipment).
5. The need, if applicable, for operational approval such as with appearance enhancement, barbering, and health sciences programs. Please contact the appropriate NYSED associate who oversees the content area for assistance.
6. The number of students to be served and benefits to the student body while evaluating teacher and student schedules to ensure feasibility.
7. The curriculum that is/will be offered. Curriculum maps that are crosswalked to appropriate standards need to be completed for all courses/units in the program of study to ensure that content is aligned with academic and industry standards.
8. The work-based learning opportunities available to students. For health sciences programs, valid affiliation agreements need to be in place.
9. The creation or review of the employability profile that will be used.
10. The formative and summative assessments used in the program, including the three-part, industry-based technical assessment that will be given.
11. The review or, if necessary, establishment of postsecondary articulation agreements, ensuring valid terms and signatures exist.
12. Teacher certification and, where necessary for program operation, professional licensure (e.g., aeronautics, appearance enhancement, barbering, drone operation, and health sciences).

Documentation

Minutes are to be kept of all self-study meetings. Minutes articulate any CTE program needs, adjustments, or modifications revealed by the self-study and provides the basis for decisions made regarding the program. At the conclusion of the self-study, a report can be prepared for the external review committee. Either the minutes or self-study report is presented to the external review committee and included with the program approval or reapproval documentation sent to NYSED. Meeting agendas are not considered appropriate documentation of the self-study.